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ABSTRACT

Focusing primarily on the humanistic components of the educator's role, this document was developed as a resource to assist educators with the process of self-evaluation for use as a basis when planning professional development goals. The three major categories included are interpersonal relations, intrapersonal relations, and management. The content has been organized so that it has broad applicability for inservice teachers and prospective teachers, as well as supervisors, administrators, and related specialists. The objective is to stress the importance of a teacher's individuality in facilitating learning. Self-evaluation forms are included along with selected references. (DS)

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The INDIVIDUAL as Teacher

CARING
CREATING
and
COPING

FEB 15 11 23 AM '79

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SP 013 785

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The INDIVIDUAL as Teacher:

CARING, CREATING, and COPING

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FOREWORD

The challenge of transforming human potential into human productivity causes most educators continuously to assess their effectiveness and to seek new ways of achieving their task. As emphasis has been placed on using a humanistic approach in the teaching-learning environment, another dimension has been added to the self-assessment process carried out by most educators.

The Teacher as Individual: Caring, Creating, and Coping was developed as a resource to assist educators with the process of self-evaluation for use as a basis when planning professional development goals. The areas of assessment focus primarily on humanistic components of the educator's role. The three broad categories included are interpersonal relations, intrapersonal relations, and management.

The underlying premise for the ideas in this publication is that teaching is a process. The authors have presented their perspective on ways to apply several basic theories in teacher education to the teaching role.

This publication is aimed at those who are interested in and concerned with teaching. The content has been organized so that it has broad applicability for in-service teachers and prospective teachers, as well as supervisors, administrators, and related specialists.

The Home Economics Education Association is deeply indebted to Stephanie Cooney and Sara Bagby for their generosity in devoting their time, effort, and expertise in the development of this publication.

Alberta M. Dobry
President, 1977-79

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INTRODUCTION

Each day teachers face a multitude of decisions and problems associated with their professional relationships and resource management. Teachers must plan and implement learning experiences that facilitate and enhance learning. Teachers encounter situations that require relations with students, parents, administrators, and other teachers. Every teacher experiences situations that require the management of materials, facilities, funding, time, and energy.

The purpose of this publication is to assist teachers and prospective teachers to identify and strengthen individual qualities through self-evaluation. Basic to the material that follows are two premises:

- there is a relationship between teacher characteristics and the ability of the teacher to create a learning environment which fosters student growth and development of potential, and
- interacting personal characteristics, which foster teacher effectiveness, can be identified, assessed, and strengthened through continuous self-evaluation and action directed toward change.

To obtain information concerning the teachers' personal characteristics as reflected in their ability to handle day-to-day situations that arise in educational settings, the following were presented to a group of teachers. They were asked to list realistic, workable solutions for each problem. The solutions represent typical responses from teachers. As you read each suggested solution, consider additional alternatives and assess which would be right for you.

SITUATION #1

The home economics program in your school system is sequential in nature. The teacher who teaches the prerequisite course is not including the mandated content. Students may have completed some of the units, or they may not be prepared for other units in your course content. What realistic action would you take to solve this problem?

RESPONSES:

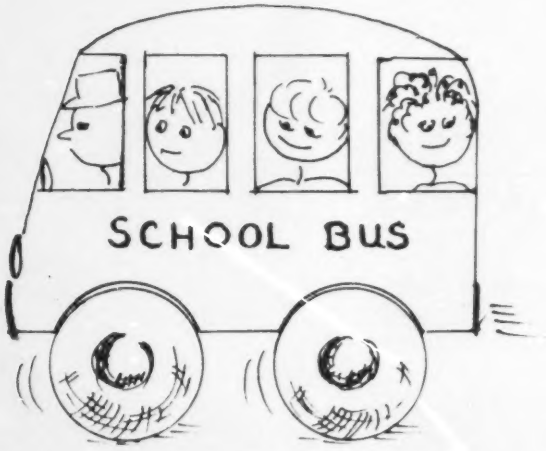
- Set up a conference with teachers and others concerned with this issue.
- Use assessment tests to determine the students' abilities and set up individualized instructional units.
- Initiate a re-examination and possible update of the sequence.

SITUATION #2

Although students and parents were aware that materials for a project would have to be purchased, one student informed you that his/her parents refuse to make the purchases. What action would you take?

RESPONSES:

- Determine whether the family is in need of financial aid and begin procedures to obtain funds from the school system.
- Allow student to work on a project for the Home Economics Department.
- Permit the student to construct a project for someone else who is willing to pay for the materials.
- Have student demonstrate knowledge and skills by making samples illustrating techniques.

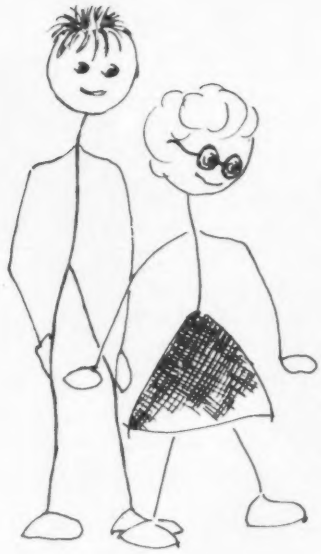


SITUATION #4

Another teacher from your school complains to the principal that your students are late to class. Describe a workable solution.

RESPONSES:

- Determine the problem by having a discussion with the teacher and the students.
- Redesign labs to use less time and help students with management techniques.
- Make special arrangements with teachers for labs that must run overtime.



SITUATION #3

You have included several field trips without approval by the administrators because you planned to have parents drive. This procedure had been approved in the past but has now been changed because of a policy requiring the use of school busses. Funding for the busses is not available for your classes because they are small groups. What would you do?

RESPONSES:

- Organize a conference of administrators, teachers, parents, and students to discuss the problem.
- Explain the school policy to the students and plan to raise funds to hire the school bus.
- Plan alternative learning experiences, or visit field trip stations after school as a homework assignment.

SITUATION #5

The students in your class want to change a course objective or unit of study. Their reason is based on sound student needs. Since the school system's program is sequential, the other course objectives must be met. What could be done to solve this problem?

RESPONSES:

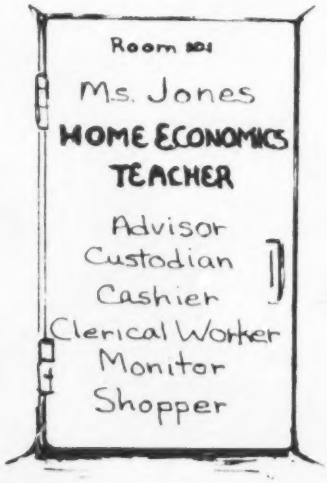
- Teach to the objectives but vary the activities to include these needs.
- Initiate a re-evaluation of the curriculum guide.
- Design flexibility into each unit so that time will be available for additional units that are of interest to the students.

SITUATION #6

Your students have a "ho-hum" attitude toward a unit of relevant study. What teacher behavior would you exhibit to stimulate interest?

RESPONSES:

- Exhibit enthusiasm, a positive spirit, and personal commitment.
- Hold a discussion with the class regarding their feelings.
- Have students help plan the unit and include exciting learning experiences.



SITUATION #7

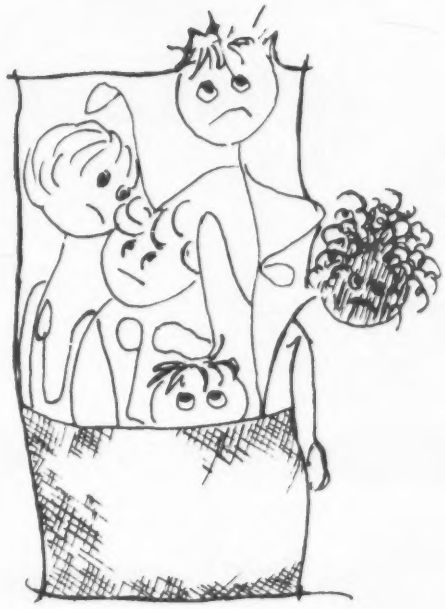
Teachers have many clerical duties as well as educational procedures to complete. Some duties include filing state and local forms as well as management of funding and supplies. How do you manage?

RESPONSES:

- Use organizational and efficiency techniques to complete work.
- Use personal time to complete work at home.
- Take steps to improve clerical procedures through conferences with administrators on all levels.

SITUATION #8

Home economics classes are often overcrowded. You have a large number of students in a class that was designed for a smaller number. There is a shortage of space, facilities, funding, and materials; and there is no possibility of decreasing the number of students. How do you manage this situation?



RESPONSES:

- Divide the class in half and conduct two units simultaneously using learning techniques such as individual instruction or small group projects.
- Ask parents or advanced students to serve as aides.
- Discuss the situation with the class and use creative means to obtain learning materials and supplies.

In each of these situations, the teachers employed a variety of solutions. There were, however, recurring techniques or methods used by the teachers. In seeking solutions to a given problem area, some teachers assessed personal competency, philosophy, or feelings; others involved interpersonal skills through a joint problem resolution with all involved parties; and still others analyzed environmental factors for potential modification. Not only were there different approaches to the problem situations, but there were various techniques of problem solving. Greenberg (1969, p. 197), in discussing the importance of the teacher's dealing with feelings, emphasized the ineffectiveness of imitation of techniques or methods from another person. The person must find a solution. "This solution must be individually attained, because the ultimate technique or solution is nowhere near as significant as *the actual process we engage in to achieve our unique solution.*"

Such interacting factors as personal philosophy, interpersonal relationships, and the opportunities and restraints of the system, complicate problem resolution in an educational setting. The solutions selected by each teacher are a reflection of individualized role definition. "If a teacher does not define his role, if he does not develop a professional identity, then someone else will describe his function for him (Simpson, 1966, p. 7)."

An analysis of values can help both to define the role of the teacher and to clarify the steps in decision-making used by the teacher in the teaching/learning process. The choice of a solution to a problem situation is an expression of personal philosophy and the application of problem-solving techniques.

The development of a philosophy is based on the formation of values. Reflection upon the process used to choose a career in the education profession can illustrate the conditions of valuing.

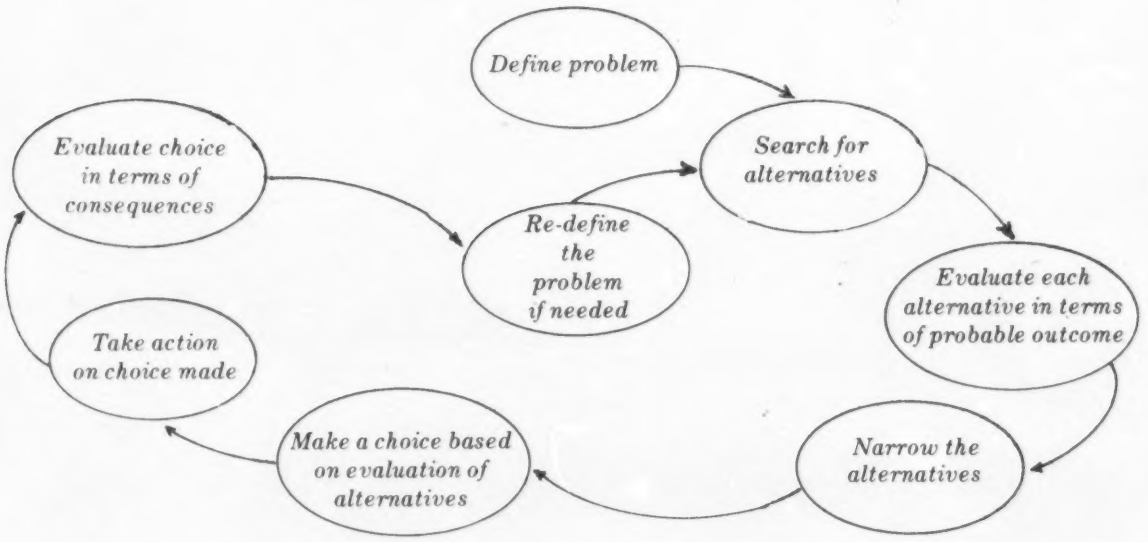
WHAT IS VALUING?

In order for a value to exist, Raths (1966, p. 30) has stated that the following conditions must be present:

a) the choice must be freely made,
b) the choice must be made from alternatives,
c) the choice must be made after thought has been given to the consequences,
d) the choice is prized and cherished,
e) the choice is publicly affirmed,
f) the choice is made as a result of acting on one's beliefs, and
g) the development of repeated actions is based on those beliefs.

A definition or re-evaluation of the philosophy of teaching can help to direct action regarding problem situations. This philosophy is the underlying factor that influences the use of problem-solving techniques.

WHAT IS PROBLEM-SOLVING?


Define problem
Search for alternatives
Evaluate each alternative in terms of probable outcome
Narrow the alternatives
Make a choice based on evaluation of alternatives
Take action on choice made
Evaluate choice in terms of consequences
Re-define the problem if needed

The multiplicity of the problems and the complexity of the factors affecting the solutions must be considered in providing an effective teaching/learning experience.

WHAT IS TEACHING?

Gagne (1974, p. 4) defines instruction as "The set of planned external events which influence the process of learning and thus promote learning."

Cole (1978, p. 1) views teaching as a means of illumination, "a creative process whereby sparks fly and the minds of both instructor and student glow."

Green (1971, p. 4), in an effort to analyze activities involved in teaching, categorizes teaching into logical acts, strategic acts, and institutional acts. The logical acts relate primarily to the element of thinking or reasoning; the strategic acts involve the teacher's plan or strategy in teaching, the way materials are organized or students directed; and the institutional activities result from the educational structure in which the teaching/learning process occurs.

While these definitions can suggest dimensions of teaching, each teacher should define teaching and its activities consistent with personal philosophy and priorities. Clarifying personal philosophy and using problem-solving techniques can aid a teacher in developing realistic, workable solutions to problems in the teaching/learning process.

The individuality of the teacher is expressed by the multitude of daily decisions made, problems solved, and interactions with others. Teachers having a comprehensive understanding of self and knowledge about how individual qualities relate to teaching effectiveness, understand the importance of the admonition "Know thyself."

> *". . . it is important to know what a teacher is and . . . it is even more important for the teacher to know who he is (Hamachek, 1972, p. 313)."*

THE INDIVIDUAL AS TEACHER

The Longest Journey *

Life's longest most
difficult journey
Is the quest in search of ourselves.

A long, hard journey,
but the most
Rewarding one, by far -
Leading us to see ourselves
As the person we really are.
(Marshall, 1973, p. 21)

The problem of assessing teacher effectiveness, of either in-service teachers or potential teachers, has long perplexed educators and administrators. Journals abound with efforts of researchers and theorists to identify what distinguishes an effective teacher from an ineffective one. Many of these studies are either indecisive or conflicting. Is it possible that researchers have asked the wrong questions? Rather than concern with methodology, perhaps the crucial issue is: what enabling qualities are present within a teacher which permit that teacher to help students grow and develop their potential?

In this age of accountability, teachers are increasingly asked to justify professional performance in terms of student learning. Teachers have responsibility to students, parents, school system, and society, as well as to themselves and professional colleagues, for imparting and expanding the knowledge in the field. Legislatively mandated national assessment of the effectiveness of home economics instruction (and therefore the effectiveness of home economics teachers) has joined state and local evaluation procedures. More than ever, teachers must assume responsibility for self-evaluation and improvement.

In an effort to facilitate the self-evaluation process, this publication presents possible configurations of personal qualities that free teachers to help students grow and develop potential. This section is aimed toward that goal. Section III, Caring, Creating, and Coping: Assessing and Enhancing Effectiveness in Teaching, provides assessment measures and action exercises in the areas identified as keys to effective teaching.

Personal Qualities of Teachers

There is no formula for specific personal qualities needed for teaching effectiveness. There is agreement, however, by home economics educators and educators in other areas of study, that the teacher must reflect genuineness or realness for optimum effectiveness. Spitze (1977, personal interview) believes that the fully functioning *teacher* is the fully functioning *person.* In reviewing writings and research on the development of the teacher-person, Loftis (1971, p. 5) pointed to the self as paramount in importance to teaching quality. Loftis says that skills in teaching, rapport with pupils, status in the profession, and the many other variables thought to be important outcomes of teaching are dependent on the qualities of the teacher's *being.* Garrett (1971, p. 26) proposed, ". . . that we need independent, facilitating, and nonrigid teachers who are open to experiences, including experiences for others and experiences for themselves."

In an effort to distinguish the qualities of the effective vs. the ineffective teacher, Hamachek (1969) conducted an extensive review of research efforts aimed at investigating teacher effectiveness. The research was grouped into those studies dealing with one or more dimensions of teacher personality: personal characteristics, instructional and interaction styles, and perceptions of self and others.

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In summary of the findings, Hamachek (1969, p. 343) concluded

> 1. A good teacher is a good person. Simple and true. A good teacher rather likes life, is reasonably at peace with himself, has a sense of humor, and enjoys other people. . . . Among other things, a good teacher . . . does not seem to be dominated by a narcissistic self which demands a spotlight, or a neurotic need for power and authority, or a host of anxieties and tremblings which reduce him from the master of his class to its mechanic.
> 2. The good teacher is flexible. . . . The good teacher does not seem to be overwhelmed by a single point of view or approach to the point of intellectual myopia. A good teacher knows that he cannot be just one sort of person and use just one kind of approach if he intends to meet the multiple needs of his students. Good teachers are, in a sense, "total" teachers.

Hamachek called for teacher education to respond to the need for flexible, "total" teachers. To find, or develop a description of such teachers, the works of theorists were explored.

Dandes (1966) identifies the growth or humanistic theorists as having particular importance to education. The descriptions of psychologically healthy individuals often include characteristics that have been associated with effective teaching.

Among the contributors to the humanistic social-psychological orientation are: Erik Erikson, Gordon Allport, Harry Stack Sullivan, Erich Fromm, Abraham H. Maslow, Carl Rogers, Arthur Combs, Donald Snygg, Kurt Lewin, Otto Rank, Karen Horney, Hadley Cantril, Alfred Adler, George Mead, Charles H. Cooley, and William James (Hamachek, 1971).

Because of their impact on the field of education, the theories of Maslow and Rogers were selected for presentation in this publication, as well as Combs' research-based description of an effective worker in helping professions and Rokeach's conceptualization of an open person. In addition to identification of qualities which appear related to teacher effectiveness, these theorists pointed out interrelationships among personal characteristics. Both Combs and Rokeach viewed the belief system, with its interacting components, as determinants of behavior. Rogers and Maslow described individual growth as a flowing current or as a process of becoming. Both theorists held certain qualities as basic to other qualities thereby implying interaction or circular relationships.

No effort is made in this publication to provide a comprehensive analysis of the work of Rogers, Maslow, Combs, or Rokeach. Only components specific to selected aspects of teaching are explored. The reference list provides suggested additional readings.

Some research findings which justify the study of the theorists cited follow:

- Commitment and openness are interacting factors, and both affect learning (Kinsley, 1968).
- Effective teaching and cognitive flexibility are related (Sprinthall, Whiteley, & Mosher, 1966).
- Flexibility is associated with teachers whose students learned the most (Amidon & Flanders, 1967).
- Psychological health of the teacher encourages growth of students (Dandes, 1966).
- Teachers open to alternatives enhance the students' freedom to learn and grow in personal adequacy (Fox, 1965; Weir, 1966).
- Self-actualizing teachers are perceived by their students as more concerned than non-self-actualizing ones (Murray, 1966, 1968).
- Self-actualization and openness are related to the development of student self-direction (Smith, 1968).

As a means of applying these ideas to teaching, questions are posed about teacher-student interaction.

Are You and Your Students Free to Grow and to Express Yourselves?

From his experience as a therapist, Rogers (1961, pp. 115-124) developed a description of the person who is in "the process of becoming." The person who emerges is, first of all, more open to experiences and less defensive. The person increasingly develops trust in his/her organism, and the self as a suitable instrument for discovering the most satisfying behavior in a situation. The person's locus of evaluation increasingly lies within the self and less does the person look to others for approval, standards, decisions, or choices. Last, the person seems to become more content to strive to discover

and become an individual, that is, to be a process rather than a product. In enumerating the directions taken by clients, Rogers viewed the trends as away from facades, "oughts," meeting expectations, pleasing others, and toward self-direction, being a process, being a complexity, open to experience, acceptance of others, trust of self.

In more recent writing, Rogers (1973, p. 3) introduced the concept of "fully alive" and posed the following definition of an open person:

> . . . the fully open person has access to all the available data in a situation—its social demands, his own complex and perhaps conflicting needs, memories of past situations and his perception of the uniqueness of this one. If he permits his total organism to weigh all the factors that have a bearing, it might well arrive at a course of action that would come close to satisfying all the situation's necessities and his own.

Rogers (1969) applied the growth process which he observed clinically to the educational process. He urged a new situation in education where the goal is the facilitation of change and learning. To become a facilitator of learning and thereby establish a climate for self-initiated, experimental learning, the teacher must possess the qualities of: realness (being free of a facade); prizing, acceptance, trust (acceptance of the learner as worthy and trustworthy); and empathic understanding (sensitive, not judging). Teachers, through being themselves and accepting students as themselves, feel no need to impose feelings or attitudes on students. This frees all to grow in their own way. Rogers (1967b) stated that the teacher who concentrates on creating a facilitative climate by providing resources and meaningful problems is giving students the opportunity to learn to be responsibly free. Rogers (1967a, p. 9) even more forcefully described the learning process as:

> . . . when a facilitator created, even to a modest degree, a classroom climate characterized by such realness, prizing, and empathy, he discovers he has inaugurated an educational revolution. Learning of a different quality, proceeding at a different pace, with a greater degree of pervasiveness, occurs. Feelings—positive and negative, confused—become a part of the classroom experience. Learning becomes life, and a very vital life at that. The student is on his way, sometimes excitedly, sometimes reluctantly, to becoming a learning, changing being.

Is Your Classroom Free of Defensiveness, Hostility, and Anxiety?

In an effort to develop a psychology for healthy rather than sick persons, Maslow conceived a hierarchy of motivational needs based on the premise that there is ". . . a single ultimate value for mankind, a far goal toward which all men strive (Maslow, 1968, p. 153)." Maslow termed this goal self-actualization and though other theorists refer to the concept by different terms, there is agreement that the goal involves realizing the individual's potentialities and becoming fully human.

The needs which build toward self-actualization (physiological, safety, love, and esteem) are related to each other in a hierarchical and developmental way, and in order of strength and priority. However, Maslow considered these basic needs as steps by which a person progresses toward self-actualization, under which all the needs can be subsumed.

A composite of the qualities which Maslow (1968, pp. 26, 157) identified as clinically observed characteristics of self-actualizing persons includes the following:

- a clearer, more efficient perception of reality;
- more openness to experience;
- increased integration, wholeness, and unity of the person; increased acceptance of self, others, and nature;
- increased spontaneity, expressiveness; full functioning; aliveness; increase in problem solving;
- real self; a firm identity, autonomy, uniqueness;
- increased objectivity, detachment, transcendence of self; desire for privacy;
- a recovery of creativeness;
- the ability to fuse concreteness and abstractness;
- democratic character structure;
- the ability to live; certain changes in value system;
- greater freshness of appreciation and richness of emotional reaction; and
- increased identification with the human species.

In addition to these describable, measurable characteristics, Maslow (1968, p. 157) stated that

> . . . there are subjective confirmations or reinforcements of self-actualization or of good growth toward it. These are the feelings of zest in living, of happiness or euphoria, of serenity, of joy, of calmness, of responsibility, of confidence in one's ability to handle stresses, anxieties, and problems. The subjective signs of self-betrayal, of fixation, of regression, and of living by fear rather than by growth are such feelings as anxiety, despair, boredom, inability to enjoy, intrinsic guilt, intrinsic shame, aimlessness, feelings of emptiness, of lack of identity, etc.

Applying self-actualization criteria to teacher subjects, Maslow (1962) found that self-actualizing subjects behaved in an unneurotic way as a result of interpreting the classroom situation differently. These teachers worked in collaboration with students. This natural simplicity created a classroom atmosphere in which suspicion, wariness, defensiveness, hostility, and anxiety were not present.

Are You and Your Students Generally Satisfied With What Is Happening in the Educational Process?

In the early 1960's, Combs and his co-workers at the University of Florida began the attempt to differentiate the effectiveness of workers in the helping professions. The findings of Combs (1970, 1971) indicated that neither the knowledge nor methods of the worker could explain differences in effectiveness. Since the helping professions depend upon instantaneous responses, Combs discovered that what makes the difference is the belief system the person holds. Combs (1971, p. 5) stated that "Effective helping relationships will be a function of the effective use of the helper's self in bringing about fulfillment of his own and society's purposes."

To translate the findings into a description of an effective worker, Combs (1971, pp. 11-16) organized the helper's beliefs into five categories as suggested guides to areas of human experience related to work. First, the knowledge of the subject to be used by the professional worker must be so meaningful as to have the quality of belief. The worker must have a commitment to that knowledge.

The second category involves the ideas the worker holds about what people are like and why they behave as they do. Effective workers view other people as able, friendly, worthy, internally motivated, dependable, and helpful as opposed to unable, unfriendly, unworthy, externally motivated, undependable, and hindering.

Third, helping professions necessitate personal interaction and demand the "use of the self as an instrument." Effective workers feel identified, adequate, trustworthy, wanted, and worthy rather than apart, inadequate, untrustworthy, unwanted, or unworthy.

A fourth area of distinguishing characteristics of effective-ineffective workers is that of beliefs concerning purposes: purposes of those with whom they work, purpose of the profession in which they are involved, and personal and professional purposes at any given moment. Dichotomies of purposes identified are: freeing—controlling; larger issues—smaller ones; self-revealing—self-concealing; involved—alienated; process-oriented—goal-oriented; and altruistic—narcissistic in nature.

The final area of human experiences relates to task approaches in terms of people-thing orientation and perceptual-objective concerns. Relating the findings on effective workers in the helping professions to the field of education, Combs (1965) suggested the need to shift thinking from a mechanistic to a personal view of teaching. He views the teacher as using self, knowledge, and the resources at hand in a way that aid both students and the teacher to achieve satisfaction.

Are You Willing to Consider and Try New Things?

Rokeach's (1960) work also centered on the belief system. His study began with persons with extremely closed belief systems and worked toward understanding of the open mind as well. For research purposes he (1960, p. 33) defined the belief system as representing ". . . all the beliefs, sets, expectancies, or hypotheses, conscious and unconscious, that a person at a given time accepts as true of the world he lives in." The disbelief system was conceived as a series of subsystems, rather than a single one, considered at the time to be false.

Rokeach (1960, p. 57), in an explanation of the theory, stated that the

> . . . basic characteristic that defines the extent to which a person's system is open or closed (is) . . . the extent to which the person can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside.

In application of the theoretical constructs to the individual's behavior, the closed system of thinking and believing is related to the degree of loneliness, isolation and helplessness perceived in the world in which one lives. The individual would be susceptible to cognitive confusion between information and source of information (authority). Rokeach suggested the more closed the belief system, the more it becomes a tightly woven network of cognitive defenses against anxiety. In summary, Rokeach (1960, p. 70) proposed ". . . the existence of two opposing sets of motives—the need to know and the need to defend against threat—which are conceived to jointly determine the extent to which a belief system is open or closed."

For the teacher, this openness can be reflected in a willingness to accept and try new ideas or methods, in the ability to receive and evaluate information for action, and in an attitude of trust in self as opposed to outside "authority." More specifically the willingness of the reader to attempt self-assessment may indicate the level of open vs. closed-mindedness. The individual must exhibit openness to self before openness to others can be achieved.

Putting Theory Into Action

Although each of the theorists cited termed the effectively functioning individual differently, there are obvious recurring themes. Rokeach's description of openness, Combs' characteristics of an effective worker in the helping professions, Maslow's qualities of the self-actualizing person, and Rogers' description of the fully functioning or fully alive individual, address the individual's self-concept, interpersonal relationships, view of the environment, and the functioning within a sphere. These personal dimensions differentiate between the extremes of effective vs. ineffective functioning.

On the extreme toward effective functioning, these distinctions involved being adequately free from threat to perceive, with an optimum degree of accuracy, self and others, and to evaluate and act on the data as received. Certain ways of viewing one's self, other people, the situation, and the world in general were fundamental to effective functioning in the entity of life.

When applied to the teaching role, these distinctions promote effectiveness as characterized by the abilities to

- perceive self, other persons, and situations with a minimum of personal bias and distortion; and
- process new information, and choose to/not to alter a view or planned course of action on the basis of data received and evaluated.

The assessments and exercises presented in the next section have been chosen to evaluate the level, and enhance the development, of qualities needed in order for the teacher to be characterized as above. It is hoped that you as a teacher will discover more about "who you are" as you identify and strengthen individual qualities which foster effective teaching and result in

- increased commitment, openness, and concern,
- strengthened morale and greater satisfaction with teaching, and
- willingness to work in a variety of teaching environs.

I Want to Be the Best Teacher I Can Be

I don't want to be the best teacher in the world.
I want to be the best teacher I can be. . . .
I have to go my way with this mind, these skills, and this want *to be the best me.*
I want to measure my timber with you occasionally:
—to see my growth,
—to feel my strengths,
—to define new areas for my personal effort to improve,
—to feel the joy of sharing a growth experience with you. . . .

It is only *when I am the* best me *that I can be, that I can become the best teacher I can be, and then I can better help you.*

(Reba J. Davis, 1978)

CARING, CREATING, COPING: ASSESSING AND ENHANCING EFFECTIVENESS IN TEACHING

Loftis (1971) identified the central purpose of home economics teacher education as producing ". . . teachers who are committed to provide optimum conditions of growth for all those to be taught." Teacher educators who accept this purpose provide opportunities for personal growth in students and teachers.

The qualities of caring, creating, and coping in an effective teacher are manifestations of self-image; the teacher's actions result from perception of self, others and situations.

CARING, CREATING, AND COPING

Mayberry (1978, p. 640) in identifying the competencies of urban teachers found that students described the teacher who helped them the most as a person who was cooperative, kind and considerate, patient, interested in a variety of topics, well groomed with a pleasing manner, fair and impartial, consistent in behavior with a good disposition, a sense of humor, interested in pupil problems, flexible, quick to give recognition and praise, and proficient in teaching the particular subject. "A good teacher cares about quality, the content and the form of the subjects he teaches, the content and form of his own life. He cares about the qualities in both these areas because he loves. It is this caring for subject matter and self that makes kids come to class (Lewis, 1978, p. 686)."

"One of the most important tasks of educators is to create school climates that enhance the self-concepts of students, to develop schools that are success-oriented rather than punitive (Randolph, 1978, p. 603)." A definition of creating is to cause to bring into being. "The usual definition of teacher competence is in terms of student achievement (Mayberry, 1978, 641)." Creating the opportunity to learn can be an inventive, productive process for the teacher and the student.

There are two levels of coping. The first is coping to survive. The second is coping by finding satisfaction in the resolution of the issue. It is through identification of the problems, exploration of alternative solutions, and implementing the decision that successful coping can take place.

The qualities of caring, creating, and coping may be the end product of planned self-assessment. A study by Stiffler (1977) revealed that a change in the humanistic characteristics of teachers was the result of a process of self-assessment and controlled action toward change. Humans are changeable and thus have the capabilities of fulfilling the potential that each of us has. Developing plans for change helps to facilitate growth.

> *"Good teaching . . . is an intensely personal matter. It is a problem of personal discovery, of learning to use one's self as instrument."* *(Combs, 1970, p. 25)*

The assessments and action exercises presented in this publication focus on each individual developing into an integrated person and being consistent in beliefs and behavior. The setting of some assessment items and activities is in the realm of teaching, but those that are not can be just as revealing if the "real" person is utilized in the teaching role.

The assessment and action exercises have been organized into the following categories: (1) Intrapersonal Dimensions, (2) Interpersonal Relationships, (3) Management of Resources.

The purpose of this section is to provide assessments and exercises which will challenge you, make you think, but above all encourage you to express your genuineness through teaching. These instruments have been chosen to help the reader work through the five steps of learning a new skill.

Five Steps of Learning a New Skill:

1) The individual must become aware of the need for the new skill.
2) Behaviors related to the skill must be identified.
3) The new skill must be practiced.
4) Feedback is then used to improve the skill.
5) The new skill is integrated into present behavior.

(Simpson, 1966)

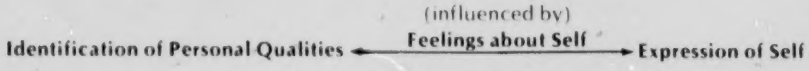
The assessments include both instruments, which are based in theory and have been field tested for validity and reliability, and assessments which the reader will interpret according to personally established criteria. The assessment exercises will help to meet the first two requirements of learning a new skill, becoming aware of a need and identifying behaviors associated with the skill. Assessment generates action and the exercises build on the implication of the assessments. Action exercises are provided for the practice of these skills. With the utilization of feedback, hopefully, the new skill desired will be integrated into your present behavior.

Several theory-based, field-tested instruments which may be helpful in self-assessment are summarized in the Appendix. Each instrument is easily available, can be self-administered, and can be scored and interpreted by the individual. Each instrument measures one or more constructs having implications for effective teaching.

Intrapersonal Dimensions

"The behavior of a teacher, like that of everyone else, is a function of his concepts of self. Teachers who believe they are able will try." *(Combs, 1970, p. 22)*

Intrapersonal qualities are influenced by self-perception and feelings about the self. The following diagram indicates the flow from identification of qualities to expression of self.



Assessments

The first section of these assessments is designed to provide the opportunity to identify personal characteristics. Clarification of one's qualities is the basis of successful expression of them. Success may be inhibited due to a false picture of personal characteristics.

The second section provides assessment regarding the expression of self. Methods of self-expression affect interpersonal relationships and the management of resources.

The last section assesses a person's feelings about self. These feelings can influence the expression or nonexpression of personal qualities. The clarification of these feelings is imperative in the attainment of "realness or genuineness."

IDENTIFICATION OF PERSONAL QUALITIES

Real vs. Ideal Me

1. The Persort instrument can be used to assess congruence between the real and idealized self. To assess congruence, take the Persort as directed in the Appendix.

2. For a comparison of real vs. idealized qualities rate each statement as:

   1–ALWAYS 2–FREQUENTLY 3–OCCASIONALLY 4–NEVER

   to reflect the characteristics of the person you would like to be.

RESPONSE	STATEMENT	RESPONSE
The person I would like to be . .		The person I am . . .
_____	1. lives each day fully.	1. _____
_____	2. enjoys new ideas and new situations.	2. _____
_____	3. really cares about other people.	3. _____
_____	4. has an organized lifestyle.	4. _____
_____	5. searches for all solutions before a decision is made.	5. _____
_____	6. expresses feelings.	6. _____
_____	7. makes decisions with little difficulty.	7. _____
_____	8. is basically a good person.	8. _____
_____	9. enjoys a variety of free-time activities.	9. _____
_____	10. can communicate easily with others.	10. _____
_____	11. sees people and the world as friendly.	11. _____
_____	12. is rarely depressed.	12. _____
_____	13. feels self-assured.	13. _____
_____	14. is generally successful.	14. _____
_____	15. is liked by most people.	15. _____
_____	16. likes self.	16. _____
_____	17. manages time satisfactorily.	17. _____
_____	18. looks for opportunities.	18. _____
_____	19. doesn't worry unnecessarily.	19. _____
_____	20. trusts others.	20. _____

3. Compare the ratings of Persort II positions for the Real vs. Ideal Sort.

4. Determine the areas of congruence between how you perceive yourself and how you would like to be on the above twenty items.

Basic insight can be gained by comparing self-perceptions and expectations for the ideal individual.

EXPRESSION OF SELF

Directions: Place an X next to the answer which best describes your behavior.

1. When I disagree with an idea brought up at a professional meeting,

   ____ A. I tell the person next to me first, to test it out.
   ____ B. I speak up.
   ____ C. I keep quiet, thinking my idea isn't that good.

2. When it comes to the bottom of the line on a decision,

   ____ A. I follow another's advice.
   ____ B. I do what I think is expected of me.
   ____ C. I trust my own feelings.

3. Which of these descriptions describes your moods?

   ____ A. My good and bad moods affect everyone around me.
   ____ B. No one else would ever know I was in a bad mood.
   ____ C. I talk about my good and bad happenings as if occurred to someone else.

4. In an unusual or new social situation,

   ____ A. I try to relax and be "myself."
   ____ B. I go cautiously and change my behavior to what is expected.
   ____ C. I put on a "face" the new group would expect of me.

5. Which excuse do you give for unusual behavior?

   ____ A. I was in a bad mood.
   ____ B. I had a good reason for being that way.
   ____ C. I should have thought before I acted.

Dwell on each question, relating it to a similar situation you have encountered. Are your actions based on your true qualities or the characteristics that you feel are expected? Analyze the forces that would cause you to change your behavior. What are your personal feelings when you display expected behavior? What are the responses or feelings of others toward you in these situations? Is there a radical difference between your behavior in your personal life and your professional life? What influences your behavior: the "Ideal Me," the "Real Me," or the integration of the two?

FEELINGS ABOUT SELF

PART I

Select the answer which best describes your feelings. Place the letter of the response in the space provided.

_____ 1. When I am really excited about something,

A. I tell a few friends.
B. I keep it to myself.
C. I want everyone to know.

_____ 2. I am watching teachers work overtime with FHA/HERO students. My reaction is that

A. it's the professional thing to do.
B. I'm not paid to do that extra work.
C. they're enjoying each other's company.

_____ 3. I'm walking out of school on the last day before summer vacation. I am thinking that

A. I'm tired but pleased with this year.
B. another day, another dollar.
C. I thought I'd never get through it.

_____ 4. I'm late for class. I

A. begin class immediately.
B. give an excuse if the students ask.
C. apologize to the students immediately.

_____ 5. When I have a disagreement with someone,

A. I respect the right of the other person to disagree.
B. I walk away from the situation.
C. I make a point and terminate the discussion.

_____ 6. I see students kissing in the hallway. My reaction is that

A. I am embarrassed and turn away.
B. I understand this aspect of their lives.
C. I wonder why they don't wait until they are alone.

_____ 7. I have done something that I think is wrong. I

A. hope that no one finds out.
B. let it pass and don't do it in the future.
C. take action to correct the situation.

_____ 8. I experience failure on a major project. The result is that

A. I have confidence in myself and continue work.
B. I become extremely cautious in future work.
C. I will let someone else have all the headaches next time.

_____ 9. I am criticized. I

A. explain my reasoning to the critic.
B. defend myself and resent the critic.
C. agree with them and change.

_____ 10. When praise is given to me,

A. I feel equal to others.
B. I feel guilty that I didn't do a better job.
C. I feel modest.

PART II

Directions: Review each of the previous questions by studying the charcteristics of a self-accepting person as given below. Determine the number of characteristics that you possess as indicated by the responses to the previous questions.

Characteristics of a Self-Accepting Person

The self-accepting person

1. believes strongly in certain values and principles and is willing to defend them even in the face of strong group opinion.

2. is capable of acting independently without feeling excessively guilty or regretting actions if others disapprove of what has been done.

3. does not spend undue time worrying about what is coming tomorrow, what has happened in the past, or what is taking place in the present.

4. has confidence in ability to deal with problems, even in the face of failure and setbacks.

5. feels equal to others as a person, not superior or inferior, irrespective of the differences in specific abilities, family backgrounds, or attitudes of others.

6. is able to take for granted that others are interested and value self-expression.

7. can accept praise without the pretense of false modesty and compliments without feeling guilty.

8. is inclined to resist the efforts of others to dominate.

9. is able to accept the idea and admit to others that he is capable of feeling a wide range of impulses and desires, ranging from being angry to being loving, from being sad to being happy, from feeling deep resentment to feeling deep acceptance.

10. is able to genuinely enjoy a wide variety of activities involving work, play, creative self-expression, companionship, or loafing.

11. is sensitive to the needs of others, to accepted social customs, and particularly to the idea that others have feelings.

(Johnson, 1972, p. 144)

This assessment contains questions that may indicate your satisfaction with your feelings as measured by your willingness to disclose or conceal them. The combination of these two instruments will help you to determine your degree of self-acceptance and to identify situations which you are able to self-disclose. The level of self-disclosure indicates satisfaction with personal qualities. The greater your self-acceptance, the easier it will be to self-disclose.

Action Exercises for Intrapersonal Dimensions

The first step in building self-acceptance was to become accurate in perception of personal qualities—the objective of the assessments. The second step is to take action to strengthen the desired qualities.

Action Exercise #1—Develop an evaluation device for the quality you wish to measure. Ask peers, administrators, or students to use a device in a class session or other observable situation. This procedure is suggested:

1. set up an objective for the evaluation;
2. determine the appropriate type of device: checklist, rating scale;
3. construct the evaluation instrument;
4. use the device over a period of time to determine growth;
5. discuss the results with the evaluators and try their suggestions in subsequent sessions.

Action Exercise #2—Keep a log or diary on the expression of a characteristic, the situation in which it occurs, and your feelings at the time. Note the frequency that you exhibited an identified less desirable behavior. Determine ways to minimize the contributing factors.

Action Exercise #3—Take Persort at periodic intervals to determine growth over time.

Summary of Intrapersonal Dimensions

This section provides the opportunity to compare the person you feel you are with the person you would like to be. Conclusions about yourself have implications for you as a teacher. Your feelings about the differences between the "real you" and the "ideal you" influence the expression of your characteristics. The goal is self-acceptance and expression of self.

> *"Those attitudes which appear effective in promoting learning can be described. First of all is a transparent realness in the facilitator, a willingness to be a person, to be and live the feelings and thoughts of the moment."* *(Rogers 1969, p. 125)*

Interpersonal Relationships

Point of View *

A weighty problem might be
Likened to a mountain tall,
With you and I sincere
In our belief we see it all,
When actually, we only see
The side within our view.
Small wonder you're not at odds with me,
And I at odds with you.
(Marshall, 1964, p. 39)

Insight into interpersonal relationships can result from identification of feelings and attitudes toward others, analysis of the patterns of relationships, and evaluation of communication techniques. This section serves a twofold purpose of identifying the behaviors in effective interpersonal relationships and providing exercises to attain these skills. In order to assess the effectiveness of interpersonal relationships the process has been organized into the following diagram:

Feelings and Attitudes ← (by means of) Communications → Patterns of Relating

Assessments

The first section of these assessments is designed to identify the feelings and attitudes which influence interpersonal relations. The second section assesses the use of the feelings and attitudes in interpersonal situations. The last section assesses the means by which the feelings and attitudes are communicated through interpersonal relationships.

"Teaching is a human relationship. To behave effectively good teachers must possess the most accurate understanding about people and their behavior available in our time. Each of us can only behave in terms of what he believes is so. What a teacher believes, therefore, about the nature of his students will have a most important effect on how he behaves toward them."
(Combs, 1970, p. 21)

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FEELINGS AND ATTITUDES TOWARD INTERPERSONAL RELATIONS

Directions: Mark each statement as true or false in the spaces provided.

Statement	Response: True	Response: False
1. I use body language which shows closed-mindedness such as crossing my arms over my chest.	_____	_____
2. I am free to relate confidences about myself.	_____	_____
3. I enthusiastically want to find out about others.	_____	_____
4. I encourage and reassure others.	_____	_____
5. I hesitate to answer personal questions.	_____	_____
6. When talking to another, I busy myself with other things that need to be done.	_____	_____
7. I say that "everything is all right" when it isn't.	_____	_____
8. I complain to myself about tasks I must perform.	_____	_____
9. When a student asks for help after class, I sigh and give the help but resent the extra time.	_____	_____
10. When working in a group, I want to take control to conclude the meeting.	_____	_____
11. I find excuses for not socializing with friends.	_____	_____
12. I have so many good friends, it's hard to choose one as a best friend.	_____	_____
13. I attend professional meetings because I think I should.	_____	_____
14. When a TV is on in a room, I find myself watching the TV and not talking with the people in the room.	_____	_____
15. I don't want people to come to my home unless they are invited.	_____	_____
16. I can walk up to a stranger and introduce myself.	_____	_____
17. I bend the rules to suit the needs of the individual.	_____	_____
18. My manner of dress makes me feel uncomfortable occasionally.	_____	_____
19. My phone conversations are short and to the point.	_____	_____
20. If I see acquaintances in a store, I try to avoid them.	_____	_____

These statements were designed to help you identify feelings and attitudes. Reread each statement and make a list of those characteristics which you possess. Be aware of evidence of such traits as openness, affection, and trust. These qualities are indicative of caring about interrelationships with others.

PATTERNS OF RELATING

Directions: Rate these items in a manner that reflects your behavior. Use the ratings: **1**—very much like me, **2**—like me, **3**—neutral, **4**—unlike me, and **5**—very much unlike me.

Statement	Rating				
	1	2	3	4	5
1. I have the ability to listen to others without distractions.					
2. I keep my feelings to myself.					
3. I find myself debating in a casual conversation.					
4. I am known for my ability to cooperate.					
5. I am tolerant with those who seem antagonistic.					
6. I don't understand my actions.					
7. I am open to the opinions of others.					
8. I become angry when someone doesn't take my advice.					
9. I always agree with the person who is talking.					
10. I concede my position easily.					
11. I initiate plans for compromise.					
12. Others appear relaxed around me.					
13. Students in my classes are allowed to make decisions.					
14. I am courteous and sympathetic with students.					
15. Students express themselves freely in my classes.					
16. Students say that I am unfair.					
17. Students have an important role in planning the classes I teach.					
18. When a difficult issue is faced in class, I remain confident.					
19. Students who are having difficulty in my class are encouraged to ask for help.					
20. Students want to discuss their personal problems with me.					
21. When constructive criticism is given, I find myself becoming defensive.					
22. I tend to make people angry.					

This instrument should help to identify communication strengths and weaknesses shown by the ratings of relationship pattern indicators. Consider the priority that was given to the following items: skills related to listening, expression, awareness of feelings, application of trust, giving and receiving affection, and understanding personal actions. Was there an absence of characteristics such as defensiveness, hostility, and antagonism?

STUDENT/TEACHER COMMUNICATIONS

Directions: Mark each statement as TRUE or FALSE in the space provided to describe classroom interaction, atmosphere, and methods.

Statement*	Response	
	True	False
Children seem devoid of tension; they are free in speaking, expressing opinions, and moving about.		
There is some humor and laughter, when appropriate.		
Courtesy is the accepted mode of behavior by and toward all.		
The pupils are interested and eager.		
Assignments, reasonable in length and difficulty, are made distinctly and explained clearly.		
Frequent opportunity is offered for the pupil to ask, as well as answer.		
Class activity involves every pupil.		
A question is asked of the entire class before an individual pupil is asked to respond, thereby stimulating thinking.		
A single question elicits consideration of several alternative responses.		
The classroom materials and facilities are pupil-centered.		
Many opportunities are offered for creative activity.		
When practice is necessary, it is purposeful.		
Pupils are challenged and encouraged, rather than bored and discouraged.		
Pupils are free to seek help from each other.		
Pupils are working in groups, giving evidence of the teacher's attention to individual differences.		
Each pupil is praised for achievements.		
Teaching aides are used to provide alternate learning experiences.		
The teacher knows the subject thoroughly or is carefully exploring a new field with the pupils.		
The teacher has the ability to make clear what is being taught.		
When a teacher does not know, the answer is, "Well, let's find out."		
What is being taught is worthwhile, contributing definitely to the goals of education.		
The pupils regard the teacher as a facilitator, rather than as a task-master.		

When parent, principal, or supervisor finds several of these conditions fulfilled, note them carefully and be grateful, for they are evidence of good teaching!

If a parent, principal, or supervisor finds that most of them are fulfilled, remain to learn, or tip-toe reverently from the classroom, for this is a great teacher!

*This information was compiled as a result of student discussion in an education class at the University of Maryland.

Action Exercises for Interpersonal Relationships

Feedback is the means by which interpersonal relationships are evaluated. Without feedback it may be difficult to determine whether the intended message was received with clarity. The following exercises are designed to strengthen the skills used in interpersonal relationships.

Action Exercise #1—Videotape, tape record, or use observers to evaluate a class session or a committee meeting. Review the session by tabulating the number of times these responses are used:

Frequency	Types of Responses
_____	1. evaluation. This response may indicate either approval or disapproval.
_____	2. interpretation. This response repeats the intended meaning of the message.
_____	3. support. This response gives encouragement.
_____	4. probing. This response inquires for more information.
_____	5. understanding. This response indicates acceptance of message.

(Johnson, 1972)

Each response is neither good nor bad in and of itself. Overuse of any one category may cause problems.

Using what you learned about yourself in the interpersonal relationship assessments, choose one response type for strengthening. Repeat the exercise until the chosen skill is mastered.

Action Exercise #2—Use the following checklist to evaluate your mastery of communication skills. Place an X beside each skill you have and 0 beside the ones that need further development.

Response	Communication Skills
_____	1. I can describe my feelings in a direct manner.
_____	2. I try to perceive the feelings of others in communications.
_____	3. I avoid expressing my feelings through commands, questions, and accusations.
_____	4. I am aware of my nonverbal expressions.
_____	5. My nonverbal behavior is consistent with the message in my verbal communications.
_____	6. I use nonverbal behavior to express openness and warmth.
_____	7. I help others to see their strengths by my responses.
_____	8. I use feedback to improve my communication.
_____	9. I can identify effective communication.
_____	10. I can identify ineffective communication and can adjust my responses accordingly.

This instrument may be used as a self-testing device or by observers in Action Exercise #1. Either method may be used to strengthen communication skills.

> *"The more professional interaction that takes place among teachers, the greater potential there is for the continuing growth of each individual. And continuous professional growth is probably the most important characteristic of a competent teacher."*
>
> *(Mayberry, 1978, p. 642)*

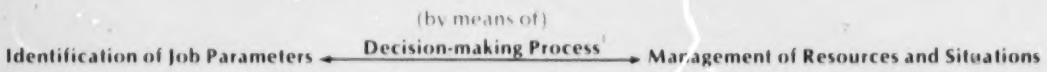
Summary of Interpersonal Relationships

The purpose of these assessments is to help the reader become aware of feelings and attitudes toward others. Persons, who are aware of their feelings and are able to respond genuinely to a situation, can control communication so that the receiver becomes aware of underlying feelings. The process of identifying genuine feelings in relation to communication skills helps improve interpersonal relationships.

> *". . . the degree to which I can create relationship which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself."*
>
> *(Rogers, 1961, p. 56)*

MANAGEMENT OF RESOURCES

The effective management of resources is the result of clarifying values, perceiving accurately the situation and applying decision-making techniques which result in optional satisfaction. In order to facilitate the assessment of the resource management process, the following schematic diagram is presented:



Assessments

The first assessment is designed to help define the parameters of work roles. An accurate knowledge of role definition, situation opportunities, and constraints of the system is the foundation for effective management.

The second assesses the qualities indicative of effective management of resources. This instrument will give a profile of problem areas. Awareness of the existence of a problem, and clarification of it, is a necessary step towards the attainment of a goal.

The last section assesses decision-making skills. This process provides the bridge between job parameters and management of problems related to work.

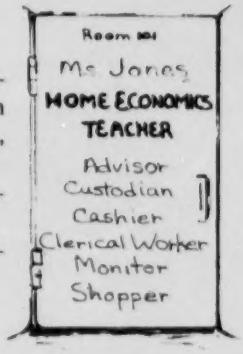
IDENTIFICATION OF JOB PARAMETERS

Directions: Read each statement carefully and mark the box that indicates your strong agreement (SA), agreement (A), disagreement (D), strong disagreement (SD), or no opinion (NO).

Role Satisfaction Statements	Responses SA	A	D	SD	NO
1. I "live" for my free time activities.					
2. My job is exactly the type of work I want.					
3. I don't mind the hard work of my job.					
4. My reason to work is for the money.					
5. I enjoy leisure activities much more than my work.					
6. My job gives me a variety of interesting assignments.					
7. I'm happiest when my work is the hardest.					
8. The most satisfying part of my life is my work.					
9. I enjoy talking about my work.					
10. It is important that my co-workers and family appreciate my work.					
11. I look forward to the day I won't be working and begin to enjoy life.					
12. I like to plan my own work routine.					
13. I look forward to work challenges and seek them out.					
14. I'm relieved when the work is done.					
15. I have a good balance between work and hobbies.					
16. I work because I have to.					
17. I waste my free time.					
18. I feel like I'm in a rut.					
19. I'm too tired to do the things I want to do after work.					
20. I work because it is satisfying.					

Job Understanding Statements	Response SA	A	D	SD	NO
21. My employer does a good job in appraising my work.					
22. My employer plans with me for my growth.					
23. My employer helps me to improve my skills.					
24. I know what is expected of me on the job.					
25. Discussions about my work with my employer are a waste of time.					
26. I review the competencies required of my job occasionally.					
27. There are some aspects of my job that are very difficult for me.					
28. Competencies for my job are available for me to study.					
29. Sometimes the work doesn't get done because I didn't know that I was supposed to do it.					
30. I take advantage of opportunities for on-the-job training or in-service education.					
Parameters of Authority Statements					
31. I feel frustrated because of the limits of my decision-making authority.					
32. The bureaucratic power structure where I work is ridiculous.					
33. I understand and follow the decisions that are made at the "top."					
34. I know the limits of my authority.					
35. Decisions are delayed because I don't know whether it is my place to take the initiative.					
36. I have conflicts between decisions made for me and decisions that I want to make.					
37. I always set completion date goals for my projects.					
38. I have a choice of jobs that I want to work on.					
39. There is a conflict between my responsibilities and the extent of my authority.					
40. I have the authority needed to carry out my duties.					
Security Statements					
41. I avoid extra duties because my salary isn't worth the extra work.					
42. The employee benefits of my job give me the security I need.					
43. My job is secure.					
44. My salary is enough to meet my goals.					
45. My salary is fair for the requirements of my job.					
46. I feel that I have to compete with others to keep my job.					
Career Progress Statements					
47. I haven't attained the prestige I want in my job.					
48. I envy people who have exciting careers.					
49. I would like to change my career now if it would be easy to do.					
50. I am pleased with the progress I've made in my job.					
51. My career aspirations are possible in this position.					
52. I'll be in this same type of position for ten more years.					
53. I am pleased with the opportunities for progress that this job offers.					
54. I have created my own opportunities for progress.					

A job is a substantial portion of your total life. What makes a job satisfying? Many of the statements were designed to help identify feelings about the job requirements and its interrelationship with family life and social activities. Pride in work, recognition of achievement, the anticipation of challenges, and utilization of work skills are indications of job satisfaction.



Understanding expectations and attaining job competencies are essential prerequisites to solving work problems. A misperception of job parameters relating to authority can be detrimental to job performance. Knowing the limits, as well as the extent of authority, eliminates mismanagement due to inaction.

The security that one feels in a position frees the employee to make decisions in an unbiased manner. Without security other factors control the decision-making process.

Look at the responses to the statements carefully. Ask yourself the following questions:

1. Does the work provide the kind of climate needed to manage problems that arise?
2. Do I have a clear perception of my (and my employer's) expectations regarding duties and level of job performance?
3. Is my job situation structured so that I can perform, with some degree of satisfaction, that which is expected?
4. Will my current position provide opportunities for achieving my career goals?

The answers to these questions can help you to reassess the roles and work situation and to clarify the parameters within which you must work.

MANAGEMENT OF RESOURCES

Directions: Place an X next to the answer which best indicates your feelings or behavior.

Management Methods

1. While watching a construction crew, I would think about

   ____ A. the greatness of the architect or engineering.
   ____ B. the foreman's power to organize and get cooperation.
   ____ C. the cooperation among the workers.

2. In a baseball game I would prefer to be the

   ____ A. manager.
   ____ B. pitcher.
   ____ C. outfielder.

3. I feel the proudest of my work when

   ____ A. the problems were solved jointly.
   ____ B. I learned a lot from others.
   ____ C. I worked out most of the solutions myself.

4. Assuming I had talent, in a talent contest I would

   ____ A. solo.
   ____ B. be part of the orchestra.
   ____ C. be behind the scenes of a play.

5. The phrase "I'd rather do it myself" has the following meaning to me:

   ____ A. This is my philosophy of work.
   ____ B. Very few things can be accomplished by one person alone.
   ____ C. I will accept help when I need it.

6. I have been given a complicated assignment. I usually

   ____ A. use an advisory committee to set up plans.
   ____ B. seek out specialists to work on it.
   ____ C. work on the job alone.

7. When reports or materials are due on a specific date, I

   ____ A. wait until the last minute and do a sketchy job.
   ____ B. hand in materials late with an excuse.
   ____ C. have materials ready in advance of the date.

8. When I am expecting materials which are late, I

   ____ A. reprimand the person responsible immediately.
   ____ B. give the person a little more time depending on his/her explanation.
   ____ C. do nothing but wait.

9. There should be a sign on my desk that says

   ____ A. "I got it all together and then forgot where I put it."
   ____ B. "Everything in its place, and a place for everything."
   ____ C. "This is organized clutter."

10. If I am proud of a project and someone picks at minor points,

____ A. I feel hurt and make the changes.
____ B. I listen carefully and discuss possible changes.
____ C. I argue with them and stand my ground.

11. When I have to be at a meeting and there is a traffic jam,

____ A. I plan to leave earlier next time.
____ B. I try to make the best of it.
____ C. I am upset all day.

12. If my boss asks me to do a job when there are several other items to be completed at the same time, I would

____ A. concentrate on priorities and let others drop.
____ B. speed up my work and do an average job of all of it.
____ C. drop everything and complain.

13. After a project has been completed, I usually

____ A. take time to organize the materials to be used as a reference for the next project.
____ B. file it and plunge into the next one.
____ C. take time to evaluate the process for efficiency and save materials.

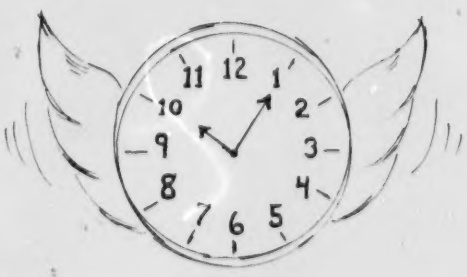
Management Skills

14. When I have a project to do,

____ A. I start from scratch using my own knowledge.
____ B. I make an organized plan using all resources.
____ C. I start by looking at similar projects.

15. Regarding a deadline,

____ A. I just get it done when I can regardless of the date.
____ B. I set a firm date but hardly ever reach it.
____ C. I let my time be flexible but set a date.



16. To keep track of things to do,

____ A. I rely on my memory.
____ B. I make a list of things to do.
____ C. I keep a stack of papers "for action."

17. When I write a report,

____ A. I write an outline first.
____ B. I write it and send it in.
____ C. I sit down and write a draft to be edited.

18. I never have enough time, so I

____ A. work on one project at a time.
____ B. stay late at work to get it done.
____ C. "dovetail" jobs by doing similar work simultaneously.

19. When I need something,

____ A. I find it after searching.
____ B. I can put my hand right on it.
____ C. I usually can find it in a designated place.

20. If I am giving a foods demonstration and the range won't work, I

___ A. adapt the recipe to a small appliance.
___ B. talk my way through it.
___ C. put it off until tomorrow.

21. There is a week of unexpected school closings. I would

___ A. continue the lessons and try to hurry them up.
___ B. cut a week off at the end of a unit.
___ C. replan my units.

22. I have foods in the oven from a previous class. I

___ A. try to remember to take them out.
___ B. take a portable time clock with me.
___ C. pin a large note to my shirt.

23. If a school field trip falls through at the last minute, I

___ A. ad lib through the period.
___ B. have alternative lessons ready.
___ C. give the students a "free" period.

24. If I left instructions that weren't followed, I'd think that

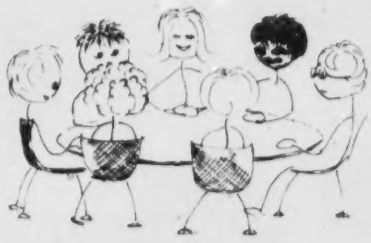
___ A. I didn't try to foresee the problems.
___ B. the people didn't try to make it work.
___ C. I didn't explain thoroughly.

25. I am asked to organize a committee. I would

___ A. refuse.
___ B. ask someone to help me.
___ C. be flattered and do it myself even though I have little experience.

26. When working toward a goal, I

___ A. give up when the going gets rough.
___ B. am flexible when problems arise.
___ C. don't give up until it's done.



27. When I am acting as a chairperson,

___ A. the group makes decisions and I do the work.
___ B. I dictate policy and delegate work.
___ C. the group makes decisions and I delegate work.

28. When the job is done by the committee,

___ A. I take the credit.
___ B. I give the credit to the committee.
___ C. we take the credit jointly.

29. The most efficient committees I have served on have the following characteristic:

___ A. a natural leader who emerges through group interaction.
___ B. a dictatorial leader who organizes everything.
___ C. a designated leader who manages democratically.

30. When working out a problem,

___ A. I can't come up with ideas.
___ B. I contribute ideas from other sources.
___ C. I contribute new ideas.

31. In managing problems,

___ A. I use prescribed solutions.
___ B. I let things happen naturally.
___ C. I study the situation and come up with a new idea.

32. When a problem seems insurmountable,

___ A. I don't try (it wastes my time).
___ B. I use all resources to try to find a solution.
___ C. I usually come up with a solution.

33. Solutions to my problems are the result of

___ A. someone else taking care of it for me.
___ B. accepting the problem regardless of the repercussion.
___ C. using resources in an unusual way.

This instrument involves three concepts: working cooperatively, handling frustrations, and coping with crisis. Each concept is related to management methods. Assessing your special talents, and those of others, in combination with assessment of the work situation is necessary for effective management. Cooperative projects can be arranged so that each person realizes the benefits and contributes to the effectiveness of the process.

Work situations are often frustrating. This may be due to a misperception of the problem, lack of understanding the problem-solving process, or uncontrollable factors. Efficiency, adaptability, and creativity are the basic skills of successful management. The preceding items were designed to focus on these skills.

Planning saves time and energy. In a crisis, well-established patterns or systems may break down. You can learn from any crisis by analyzing the factors relating to it.

Everyday there are many situations that force a person to be adaptable. Deliberately seeking new experiences is an exercise in perfecting adaptability. Hidden resources can be found for meeting many problems by using adaptability. Many work difficulties arise because people are not properly prepared or have not thought ahead. They start a job and discover they need more material or the proper tools. Others make careful lists and consider all alternatives. A creative management approach is the use of resources in a nonprescribed manner in order to come to a unique solution.

Leadership is composed of the ability to establish confidence, respect, and camaraderie. Leadership skills can be developed. Feedback and cooperation can help to develop mutual respect. The more awareness of the situation that the leader can develop, the more probable is success in management.

Reread each question and analyze your answer in terms of the previous discussion. Try to think of an actual work situation and your behavior in resolving a problem. Identify the conceptual area where strengths or weaknesses occur. Use your analysis of Management of Resources as a basis for Action Exercise #2, page 31.

DECISION-MAKING

Directions: Use the following chart for one day to analyze your decision-making process. List each major decision in the left column. Answer the questions in the columns to the right of each decision description.

Description of the decision	Amount of time to make the decision	Was it impulsive or deliberate?	Were you relaxed or tense?	Were you definite or indefinite?	Did you reconsider or stick to it?

Determine the proportion of decisions which are made impulsively, made in a tense manner, which are indefinite, or which you reconsidered. If these percentages are high, it may indicate a confusion of values!

Look back to page 4 and use "What Is Valuing" to determine whether each decision is based on your values. Think about the results. Were there any surprises? Do you let values consciously govern your life?

The success of management of resources is dependent upon the person's ability as a decision-maker. Clarification of values and conscious decision-making based on values maximizes consistency between values and management of situations.

> *"The unification of one's personality is facilitated by the acquisition of a philosophy of life or a value system that provides direction and influences choices."*
>
> *(Hoover, 1978, pp. 5-7)*

Action Exercises for Management of Resources

A person can become more efficient in the management of resources by analyzing the factors contributing to the decisions. The following are activities to help analyze the use of resources:

Action Exercise #1—Carry a small pad of paper and keep a running total of the decisions that must be made in one day and the time of day in which each occurred. This can help you to see your peak decision-making time. You may be surprised at the number of decisions. This high number should show you the importance of managing resources effectively.

Action Exercise #2—In order to obtain a picture of your management responsibilities and methods, write a short description of the management process and skill used in each of the decisions recorded on the Decision-Making assessment, page 30. Use Action Exercise #3 to analyze your responses in greater depth.

Action Exercise #3—Ask yourself the following questions about each situation:

Is this action or concept something that you prize?
Are you pleased with the results?
How did you *feel* about the results?
Did you consider any alternatives?
Did you have the freedom to select your course of action?
Did you do anything about any factor that may have caused difficulty?
Did you foresee the consequences of the decision?
What are some of the positive things about your past related decisions?
What assumptions did you make?
Are the results consistent with what you value?
What other possibilities could be employed to manage the resources?
What was the true purpose of the activity?
Is this a pattern in management of situations?
Would you suggest this course of action to others?
Can you give sound reasons for each step in reaching the decision?
Would you do the same thing over again?

Action Exercise #4—Make plans to have a colleague hold a decision-making interview with you (Raths, 1966). Choose a situation which was difficult for you to manage. Give your listener instructions to: maintain unconditional acceptance of you and your problem, give no advice but use clarifying questions and comments to help *you* to understand the issues and assess alternatives, look at the situation from your point of view and the ramification of the decision on you, and conclude the discussion by noting the number of alternatives for management that were brought out.

This procedure should strengthen your ability to think through situations weighing all of the factors prior to action.

Summary of Management of Resources

> *"Behavior always has direction. Whatever we do is always determined by the purposes we have in mind at the time of our behaving or misbehaving."*
>
> *(Rogers, 1961, p. 56)*

The assessments and action exercises related to job parameters, management of resources, and decision-making abilities have provided a profile of personal characteristics used in work situations. Consistency of teacher behavior and commitment to the management of resources are essential for the improvement of instruction (Zahorik, 1978, p. 669). Through use and reuse of the techniques of effective management, teachers can save resources for redirection to more productive creative pursuits.

FURTHER EXPLORATION

Because of the social and technological changes which are affecting human affairs and personal relationships, home economists are challenged to provide conditions for the personal growth of students. In addition, the routine work, extracurricular activities, the knowledge explosion, the current educational research, the ethical demands, and the human relationships increase the complexity of teaching.

> *"The more fully functioning, self-actualizing people there are, the better our society will be. And the more fully functioning, self-actualizing teachers we have in our schools, the better our schools will be and the more likely it can be that the products of our schools, i.e., our students, will be self-actualizing people, too."* *(Spitze, 1971)*

Continuing self-assessment aids in achieving self-actualization and results in the simplification of complex teaching requirements. Educational journals, workshops provided by professional associations, and graduate programs offered by colleges and universities help to provide opportunities for personal growth. Assessments and exercises are offered by these professional readings and programs which will aid in intrapersonal dimensions, interpersonal relationships, and management of resources. Hatcher (1963) stated that "through intelligent adaptation and constant evaluation, the teacher can acquire considerable insight into the competencies associated with quality teaching." It can be an exciting adventure to clarify and re-evaluate one's concepts, values, and attitudes in the process of expanding ideals and improving teaching behavior.

> *"One of the results of being an educated person is that one can direct his own learning. Learning is continuous."* *(Hoover, 1978, p. 5)*

The objective of this publication is to stress the importance of a teacher's individuality in facilitating learning. Realness or genuineness is paramount of teacher qualities necessary for effective teaching/learning. The quality of genuineness is defined as the ability to enter a relationship without presenting a facade. The effective teacher is aware of feelings, expresses genuine feelings, and avoids imposition of those feelings on others. A re-evaluation of values, problem-solving processes, and personal philosophy in relation to the teaching role can enhance the qualities of caring, coping, and creating.

> *"How people behave at every moment of their lives is determined by the basic needs of the organism for self-fulfillment. No one is ever free of the operation of the growth principle. It is a function of life itself and has its effect upon every act. It also determines what we are able to see, to hear, and even to think and believe."*
> *(Combs, 1973, p. 70)*

APPENDIX

Measure of Professional Commitment

The Measure of Professional Commitment, developed by Helen A. Loftis, has been shown to produce highly consistent results, to discriminate among teachers with varying degrees of professional commitment, to be independent of the personal factors of sex, age, marital status, education and experience of the teacher, and to relate positively to validating criteria.

Commitment to the teaching profession is defined as the dedication or devotion of a teacher to the profession. Committed teachers are those who are serious in their intent to remain in the profession and to make their efforts count in achieving high quality in education. Committed teachers are known by their attitude toward the profession and may include those who show promise as well as those whose work gives evidence of their intent.

The Measure of Professional Commitment is designed to yield scores ranging from 0-200. The scores obtained from groups of secondary teachers have ranged from 103-193. The level of score which appears to distinguish teachers who are significantly more committed than teachers-in-general is 165.

In the original investigation the persons whose scores fell above the third quartile were considered to be most committed. Using this definition, the score of 170 was found to be the lower limit of the category "most committed."

Based on these data, an individual score which is higher than 165 could be interpreted as indicative of a person highly committed to the profession. Persons who are significantly more committed to the profession appear to be those who in some way embody the values of the profession and have a recognized professional role.

Directions, items, and scoring instructions for Measure of Professional Commitment follow. Additional information may be obtained from the author:

Helen A. Loftis, Chairman
Department of Home Economics Education
School of Home Economics
Winthrop College
Rock Hill, South Carolina 29733

MEASURE OF PROFESSIONAL COMMITMENT*

HELEN A. LOFTIS

Name _____ Date _____

Present Address _____

Permanent Address _____

Teachers are recognized as unique individuals whose attitudes may or may not be like those found in others. People have a variety of ideas as to which attitudes toward the teaching profession are most prevalent among members of the profession. Although many instances may be found of other people describing teachers, we feel that you are the most appropriate person to describe yourself.

Directions: In the statements which follow, "this person" in every case refers to you. Respond to all items with reference to yourself.

*Reprinted with permission of author.

MEASUREMENT OF PROFESSIONAL COMMITMENT

In the appropriate column to the right of each statement, indicate the response which corresponds the closest to your impression about yourself.

	Usually true of this person	Sometimes true of this person	Does not apply to this person
1. This person values independent action	0	0	0
2. World affairs are of concern to this person	0	0	0
3. This person finds satisfaction in life and in his work without either providing all the satisfaction	0	0	0
4. This person accepts the responsibility of freedom	0	0	0
5. This person is aware of his own needs	0	0	0
6. This person is sensitive to the goals of others	0	0	0
7. This person sincerely cares about the well-being of others	0	0	0
8. This person tends to deprecate the present	0	0	0
9. This person feels free to examine and question ideas	0	0	0
10. This person is identified with his profession	0	0	0
11. This is a person of utmost sincerity	0	0	0
12. This person maintains emotional reserve	0	0	0
13. This person is willing to accept the consequences of his own actions	0	0	0
14. This person values the search for knowledge as much as knowledge itself	0	0	0
15. This person produces work that has unique qualities	0	0	0
16. This person identifies himself with the profession	0	0	0
17. This person finds self-advancement a worthwhile purpose	0	0	0
18. This person serves as an identification figure for others	0	0	0
19. This person frequently seeks a new beginning in his work	0	0	0
20. This person overcomes outside force or domination	0	0	0
21. This person likes to work with others	0	0	0
22. This person identifies with the achievements of a movement	0	0	0
23. This person is unafraid of self-knowledge	0	0	0
24. This person is often intensely discontented	0	0	0
25. This person is oriented to his job	0	0	0
26. This person makes decisions in the light of possible consequences	0	0	0
27. This person is engaged in at least one service project	0	0	0
28. This person belongs to professional organizations	0	0	0
29. This person shares responsibility for the welfare of the group	0	0	0
30. This person is willing to reexamine his own attitudes	0	0	0
31. This person sees professional status as highly desirable	0	0	0
32. This person has faith in the future	0	0	0
33. This person enjoys discussing controversial issues	0	0	0

Measurement of Professional Commitment (continued)

	Usually true of this person	Sometimes true of this person	Does not apply to this person
34. This person works hard to make a thing successful	0	0	0
35. This person has social ideals as well as ideas	0	0	0
36. This person recognizes his own biases	0	0	0
37. This person shows a keen interest in national affairs	0	0	0
38. This person makes decisions based on possible outcomes	0	0	0
39. This person behaves in a mature manner	0	0	0
40. This person values the search for truth as much as truth itself	0	0	0
41. This person minds his own business	0	0	0
42. This person believes that values are relative	0	0	0
43. This person is unusually selfish	0	0	0
44. This person is willing to assume leadership	0	0	0
45. This person is concerned with understanding the world in which he lives	0	0	0
46. This person can foresee possible outcomes of his actions	0	0	0
47. This person takes advantage of opportunities for self-advancement	0	0	0
48. This person feels that his profession is above criticism	0	0	0
49. This person is willing to work hard	0	0	0
50. This person welcomes new experiences	0	0	0
51. This person's actions are deliberate	0	0	0
52. This person is creative	0	0	0
53. This person is willing to change his attitudes	0	0	0
54. The concerns of other people are of interest to this person	0	0	0
55. This person finds it difficult to withhold criticisms	0	0	0
56. This person feels that he should belong to professional organizations	0	0	0
57. All that this person seems to talk about is his work	0	0	0
58. This person is associated closely with his work in the profession	0	0	0
59. This person works hard to succeed in the profession	0	0	0
60. This person expects others to support existing policies without question	0	0	0
61. This person is involved in community affairs	0	0	0
62. This person's interests are limited to his work	0	0	0
63. This person initiates relations with others	0	0	0
64. This person is generous in appraising the behavior and motives of others	0	0	0
65. This person seems to have achieved personal happiness	0	0	0
66. This person can foresee possible outcomes of group actions	0	0	0
67. This person can take a point of view different from his own in discussion	0	0	0

Measurement of Professional Commitment (continued)

	Usually true of this person	Sometimes true of this person	Does not apply to this person
68. This person willingly makes whatever effort is necessary to insure success of an enterprise	0	0	0
69. This person tends to resist innovations	0	0	0
70. This person is able to recognize his limitations	0	0	0
71. This person has a strong drive for power	0	0	0
72. This person finds fulfillment in his work	0	0	0
73. This person makes his position clear on professional issues	0	0	0
74. This person is stimulated by controversy	0	0	0
75. This person is able to accept his weaknesses	0	0	0
76. This person puts forth much effort for success in the profession	0	0	0
77. This person relies on others for support	0	0	0
78. This person prefers activities affording close contacts with people	0	0	0
79. This person can recognize his own weaknesses	0	0	0
80. This person takes an active part in professional organizations	0	0	0
81. This person has an inordinate capacity for work	0	0	0
82. This person can face himself honestly	0	0	0
83. The majority of this person's decisions are based on rational grounds	0	0	0
84. This person is conscientious about his job	0	0	0
85. This person strives to improve his abilities	0	0	0
86. This person is easily influenced by others in making decisions	0	0	0
87. This person is concerned with being true to himself	0	0	0
88. This person seems somewhat unaware of difficulties involved in vast undertakings	0	0	0
89. This person enjoys the give and take of controversy	0	0	0
90. The actions of this person are purposeful	0	0	0
91. This person identifies with the efforts of a movement	0	0	0
92. This person produces work that is marked by originality	0	0	0
93. This person seeks to dominate people	0	0	0
94. This person identifies with his work	0	0	0
95. This person feels that the desire for self-advancement is legitimate	0	0	0
96. This person depends on others for moral support	0	0	0
97. This person seeks to understand himself better	0	0	0
98. This person avoids dominating others	0	0	0
99. This person demonstrates consistent fairness in his dealings with others	0	0	0
100. This person is highly motivated to work hard for success	0	0	0

Scoring the Measure of Professional Commitment

The responses of "Usually true of this person," "Sometimes true of this person," and "Does not apply to this person" are scored 2, 1, and 0 respectively for all *except* the following items, which are scored in reverse order, 0, 1, and 2. See page 33 for interpretation of score.

Items	8	48	60	71	88
	24	55	62	77	93
	43	57	69	86	96

Dogmatism Scale

The Dogmatism Scale was developed by Rokeach (1960, p. 71) to measure individual differences in openness or closedness of belief systems. The Scale yields one score, but is based on three dimensions: isolation and differentiation between belief and disbelief systems, the central or peripheral nature of beliefs, and the time perspective of the belief-disbelief systems. Each item requires a response on the intensity of agreement/disagreement.

Both the 66 item Form D and the 40 item Form E of the Dogmatism Scale, along with instructions, appear in Rokeach's *The Open and Closed Mind.*

Milton Rokeach, *The Open and Closed Mind* (New York: Basic Books, 1960).

Personal Orientation Inventory

The Personal Orientation Inventory (POI) was developed by Shostrom (1966, p. 5) to meet the need for a comprehensive measure of values and behavior that seem important in the development of self-actualization. The 150-item inventory can be scored for two basic scales (personal orientation/inner directed support and time competence) and ten subscales (self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, and capacity for intimate contact). Each item consists of a two-choice comparative judgment of the value/behavior most consistently true of the person taking the inventory.

The POI and a manual describing the development of the instrument, its administration, scoring and interpretation, can be purchased from:

Educational and Industrial Testing Service
San Diego, California 92107

PERSORT

Persort was developed by Sara A. Bagby in an effort to measure those personal qualities basic to flexible teaching behavior. This Q-sort requires the ranking of 40 items on a continuum ranging from "most like me" to "most unlike me." Items were developed for both perceptions and processes on four subcomponents: intrapersonal, interpersonal, situational decision-making, and orientation toward the world.

The items were ranked by a group of family life and home economics teacher educators (expert judges) in order to develop an "ideal sort." This sort, used for research purposes, was tested for validity and reliability by using subjects' scores on previously validated instruments. Significant relationships with Personal Orientation Inventory and the Dogmatism Scale indicated that Persort was a valid instrument. The reliability coefficients, .7669 and .8663 by different calculation procedures, indicate a high level of reliability.

Persort rankings can be compared with those of the expert judges (Persort I), with the individual's rankings of the "Ideal me" vs. the "Real me" (Persort II), or rankings over a period of time. Interpretation of the Q-sort results is based on the amount of congruence between rankings: the greater the difference, the more implication for the need of item analysis in terms of impact on teacher behavior.

Persort I and II directions, items, sorting sheets, and scoring sheets follow. Additional information may be obtained from the author:

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PERSORT I*

SARA A. BAGBY

Many persons are interested in learning more about themselves. This 40-item sort was designed as one way for an individual to look at certain personal traits. There are no right or wrong answers. The statements are to be ranked in relation to your perceptions about yourself.

Directions: The following pages contain 40 statements, and a sorting sheet divided into seven categories. The seven sorting categories range from *most like me* to *most unlike me.*

Step 1

Sort the 40 statements, page 39, into three groups: *like me, neutral qualities, unlike me.* For use as a Q-sort, each item should be on a separate strip of paper or card.

Step 2

Subdivide the three groups of statements into the seven categories listed on the sorting sheet, page 40. Place the quantity of statements in each category as indicated on the sorting sheet. For example, only two statements should be placed in the category *most like me.* The resulting grouping of statements should be consistent with your perceptions of your personal traits. Make changes in the sort until you are satisfied with the arrangement.

Step 3

Record the identification number for each statement within each group in the space provided on the sorting sheet.

Step 4

Complete the Persort Scoring Sheet, page 41. Refer to page 37 for interpretation of score.

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Persort Items*

1. I can enjoy being with a person who differs with me on important issues.
2. I have found that most people cannot be trusted.
3. I see our world as an unfriendly place.
4. The selfishness of my friends bothers me.
5. I accept other people as they are.
6. I prefer to be me than anyone else I know.
7. I am often depressed.
8. I worry about a lot of things.
9. I feel unsure of myself in new situations.
10. I find change upsetting.
11. I believe what is to be will be.
12. I prefer to work in a situation where most steps are clearly defined.
13. I fit into new situations easily.
14. I believe our world is filled with opportunity.
15. Things generally work out well for me.
16. I have no close friends.
17. I can see both sides of an issue.
18. I consider my time management satisfactory.
19. I am liked by most people who know me well.
20. My role in the world is unique.
21. I look for better ways of doing things.
22. I like myself as a person.
23. I rarely change my position on an issue.
24. I need reassurance from others that what I am doing is right.
25. I live each day fully.
26. I can relate to another person who has a problem.
27. I enjoy new ideas.
28. I find it difficult to make people understand my point of view.
29. I really care about other people and their well-being.
30. I think most people in our society are out for themselves.
31. I maintain a definite schedule.
32. I find most people to be friendly.
33. I consider alternative solutions to a problem before making a decision.
34. I enjoy a variety of free-time activities.
35. I do not express my strong negative feelings.
36. I am aware that I am changing and growing.
37. I have a lot of difficulty making decisions.
38. I feel that man is basically good.
39. I spend a lot of time thinking about myself and why I do things.
40. I rely on the advice of experts in making major decisions.

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*For use as a Q-sort, each item should be on a separate strip of paper or card.

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Sorting Sheet for Statements
for Persort I

Categories for Grouping Statements	Statement Numbers
Most like me (2 statements)	____ ____
Very much like me	____ ____ ____
	____ ____
Like me (8 statements)	____ ____ ____
	____ ____ ____
	____ ____
Neutral qualities (10 statements)	____ ____ ____
	____ ____ ____ ____
	____ ____ ____
Unlike me (8 statements)	____ ____
	____ ____ ____
	____ ____ ____
Very much unlike me (5 statements)	____ ____
	____ ____ ____
Most unlike me (2 statements)	____ ____

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Persort I Scoring Sheet

Item Number	A Value of item in ideal sort*	B Value of item in your sort	C Absolute value of difference between A & B
1	3		
2	7		
3	6		
4	5		
5	2		
6	3		
7	6		
8	5		
9	5		
10	6		
11	5		
12	4		
13	3		
14	3		
15	3		
16	7		
17	2		
18	4		
19	4		
20	4		
21	2		
22	2		
23	5		
24	5		
25	4		
26	3		
27	1		
28	5		
29	3		
30	6		
31	4		
32	3		
33	1		
34	4		
35	5		
36	2		
37	6		
38	4		
39	4		
40	4		

Directions for Scoring

Convert the item placement recorded on the sorting sheet to item value by the following scale:

Most like me 1
Very much like me 2
Like me 3
Neutral qualities 4
Unlike me 5
Very much unlike me 6
Most unlike me 7

Record the item value for each item in the sort in Column B.

Place the absolute value of the difference between A and B in Column C.

Sum Column C. This is your score.

Score_____

*Values for ideal sort determined by a panel of experts.

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PERSORT II

SARA A. BAGBY

Many persons are interested in learning more about themselves. This 40-item sort was designed as one way for an individual to look at certain personal traits. The sort can be used to compare the "ideal me" with the "real me." There are no right or wrong answers. The statements are to be ranked in relation to your perceptions about yourself.

Directions:

Step 1

Using the Persort Items, page 39, sort the 40 statements into three groups: *most ideal qualities, neutral qualities, least ideal qualities.*

Step 2

Subdivide the three groups of statements into the seven categories listed on the sorting sheet, page 43. The seven sorting categories range from *most like me* to *most unlike me.* Place the quantity of statements in each category as indicated on the sorting sheet in Column A for the ideal me. For example, only two statements should be placed in the category *most ideal qualities.* The resulting grouping of statements should be consistent with your perceptions of the ideal person. Make changes in the sort until you are satisfied with the arrangement.

Step 3

Record the identification number for each statement within each group in the space provided on the sorting sheet.

Step 4

Complete the Persort Scoring Sheet, page 44. Refer to page 37 for interpretation of score.

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Sorting Sheet for Statements for Persort II

Categories for Grouping Statements	Statement Numbers
Most ideal qualities (2 statements)	____ ____
Very desirable qualities (5 statements)	____ ____ ____ ____ ____
Desirable qualities (8 statements)	____ ____ ____ ____ ____ ____ ____ ____
Neutral qualities (10 statements)	____ ____ ____ ____ ____ ____ ____ ____ ____ ____
Undesirable qualities (8 statements)	____ ____ ____ ____ ____ ____ ____ ____
Very undesirable qualities (5 statements)	____ ____ ____ ____ ____
Most undesirable qualities (2 statements)	____ ____

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Persort II Scoring Sheet
for Comparing Ideal vs. Real Self

Item Number	A Value of item in ideal sort	B Value of item in real sort	C Absolute value of difference between A & B	Directions for Scoring
1				Convert the item placement recorded on the sorting sheet to item value by the following scale:
2				Most like me 1
3				Very much like me 2
4				Like me 3
5				Neutral qualities 4
6				Unlike me 5
7				Very much unlike me 6
8				Most unlike me 7
9				
10				
11				Record the item value for each item in the sort in Columns A and B.
12				
13				
14				Place the absolute value of the difference between A and B in Column C.
15				
16				
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Student's Estimate of Teacher Concern

Purpose: This device was designed by Elizabeth M. Ray to measure differences in teachers' ability to develop rapport with students.

Description: The measure is based on Nygrens' (1960) theory of concern which postulated the three components of recognition, understanding, and help. The respondents are pupils of a particular teacher.

Population: The population base for Form B of the measure was 1500 male and female pupils in grades 7-12 who evaluated male and female English and Math teachers. The initial development and most of the follow-up studies of the SETC involved Home Economics teachers and female students.

Reliability: Internal consistency reliability is .92.

Validation: The initial validation was against other indicators of teacher effectiveness. Studies since have found that more concerned teachers are more open minded, more self-actualizing, tend to facilitate self-directed learning, etc. Various forms of this measure have been used in studies of teacher effectiveness. The fact that it continues to be used may be the best testimony to its credibility.

Additional information may be obtained from the author:

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STUDENT'S ESTIMATE OF TEACHER CONCERN—FORM B*

ELIZABETH M. RAY

My Name_____ School_____ Grade_____

ALL THE QUESTIONS ON THIS PAPER REFER TO THE SAME TEACHER.

Read each question carefully and answer according to your own feelings about this teacher.

This teacher's name is _____

Directions: If your answer to a question is "YES," circle the YES following the question. If your answer is "NO," circle NO.

1. Do you think it matters to this teacher if you are happy or unhappy?	YES	NO
2. Does this teacher make you feel that what you say or do, or want to do is important?	YES	NO
3. Does this teacher seem to want to know you better?	YES	NO
4. Do you feel at ease and comfortable when you talk to this teacher?	YES	NO
5. Has this teacher tried to help you understand yourself better?	YES	NO
6. Has this teacher helped you to work easily and happily with all kinds of classmates?	YES	NO
7. Do you feel you can talk with this teacher about your problems?	YES	NO

*Reprinted with permission of author/institution. Ray, Elizabeth, "Student's Estimate of Teacher Concern," Form B, University Park, Pennsylvania: The Pennsylvania State University, Program in Home Economics, 1975.

8. Does this teacher really know how you feel so that you want to discuss your problems? YES NO

9. Has this teacher tried to help you feel more at ease in social situations? YES NO

10. Do you feel this teacher has done anything to help you to solve your own problems? YES NO

11. Would this teacher be willing to help you to get a job? YES NO

12. Does this teacher seem to understand what you mean to say even when you don't express yourself very well? YES NO

13. Has this teacher done anything to help you to see more clearly what some of your problems are? YES NO

14. Is this teacher friendly to all the students? YES NO

15. Has this teacher tried to help you become a better person? YES NO

16. Does this teacher give you as much attention as other students get? YES NO

17. Does this teacher think your problems are just as important as those of other students in the class? YES NO

18. Would this teacher be willing to help you get a job? YES NO

19. Does this teacher know what you can do and cannot do? YES NO

20. Has this teacher helped you to be a better leader? YES NO

21. Do you think you will want to talk over your problems with this teacher even when you are not in the course? YES NO

22. Does this teacher know how to help you so that you don't mind being helped? YES NO

23. Can you talk things over with this teacher even when your problems are not related to class? YES NO

24. Would this teacher help you if you got into any kind of trouble? YES NO

25. Does this teacher think you are as important as anyone else in the class? YES NO

26. Has this teacher helped you to think and say what you feel is right? YES NO

27. Does this teacher seem to know how to help you express things that you don't know how to say? YES NO

28. Has this teacher shown you ways of doing things so you have more fun doing them? YES NO

29. Has this teacher helped you to learn ways in which you could become a better family member? YES NO

30. Does this teacher help you to look for answers to some of your questions so that you learn more than if you were told the answers? YES NO

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